everyone's welcome

Using the No Outsiders approach to teach the Equality Act (2010) in Primary Schools

Sue Bosley, Leicestershire Anti-Bullying Team
Caroline Harbison, Leicestershire Anti-Bullying Team

March 2022

What messages are young people seeing and hearing about the world today?

Life in 2021 for children and young people

The number of hate crimes reported to police has more than trebled since 2013

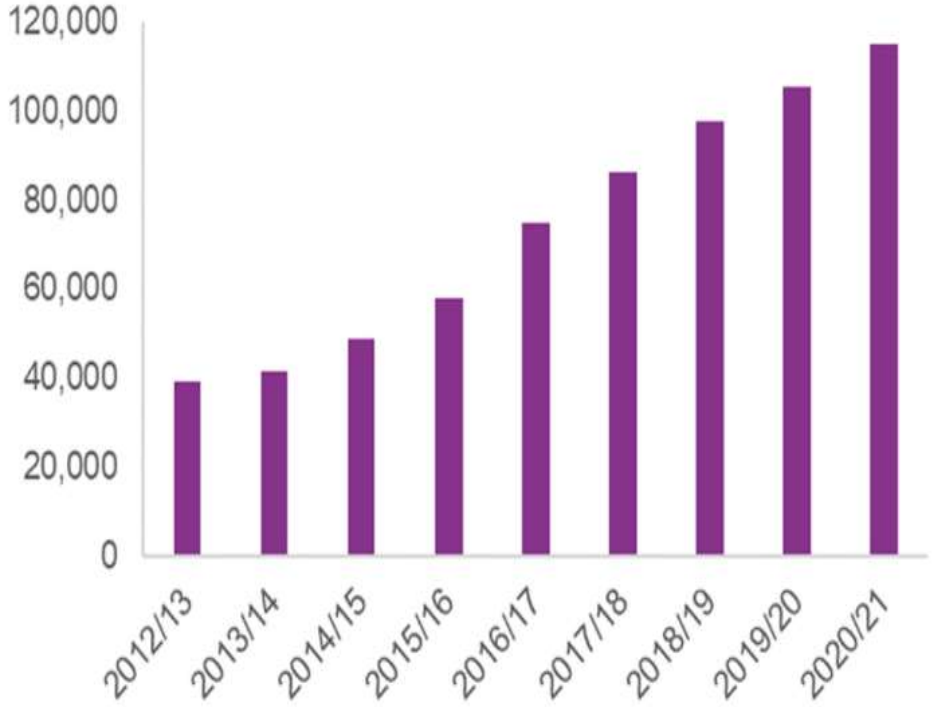
www.gov.uk 2021

There have been spikes in hate crime following certain events such as the EU referendum and the terrorist attacks in 2017.

15.10.19

The Guardian

- in year ending March 2021, there were 124,091 hate crimes recorded by the police in England and Wales
- excluding Greater Manchester Police who did not supply data for year ending March 2020 there was a 9 per cent increase compared with the previous year



Radical ideas coming into school?

Hate Crimes In Schools Rise By 121% In Just Three Years
12.09.19

- Police reports of hate crimes in schools rose by 89% in May 2016 compared to May 2015 (post Brexit referendum)

- Between September 2015 - July 2016 and September 2016 - July 2017, the number of crimes and incidents with a hate element in schools rose by 38% .

- Data from all of the UK's police forces have shown there were 900 hate-related incidents in schools in 2015, meaning on average there were five a day.
- But that figure rose to 1,987 in 2018, an increase of 121 per cent.

Rise in the number of hate crimes related to religion or beliefs, sexual orientation, and disability or transgender identity.

12.09.19

LBC NEWS

Hate crime linked to schools in England and Wales soars

- Home Office figures show surge in offences linked to sexual orientation and trans identity

- Data from 29 police forces in England and Wales shows a rise in the number of hate crimes related to religion or beliefs, sexual orientation, and disability or transgender identity.

The Guardian

Radical ideas coming into school?

Reports a pupil suffered five years of "harrowing" racist abuse at a Leicestershire school are being investigated by police after they appeared on social media
June 2020

- https://www.youtube.com/watch?v=gmk1FR1cUzA

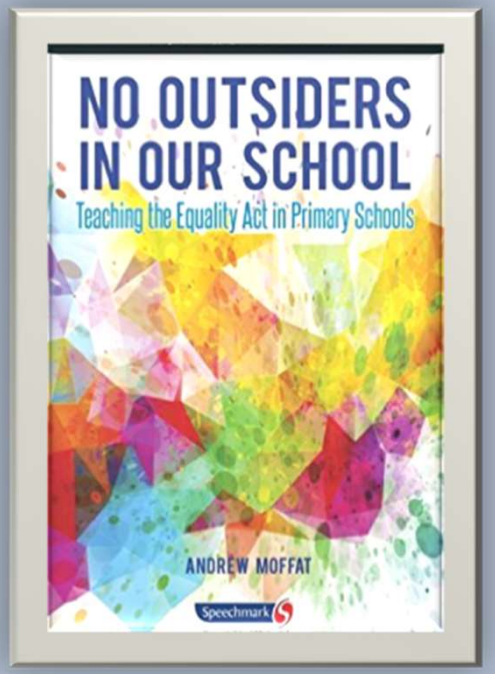
- Tristram Hunt, election campaign 2015

Who is providing answers to children?

Tik Tok

An alternative narrative?

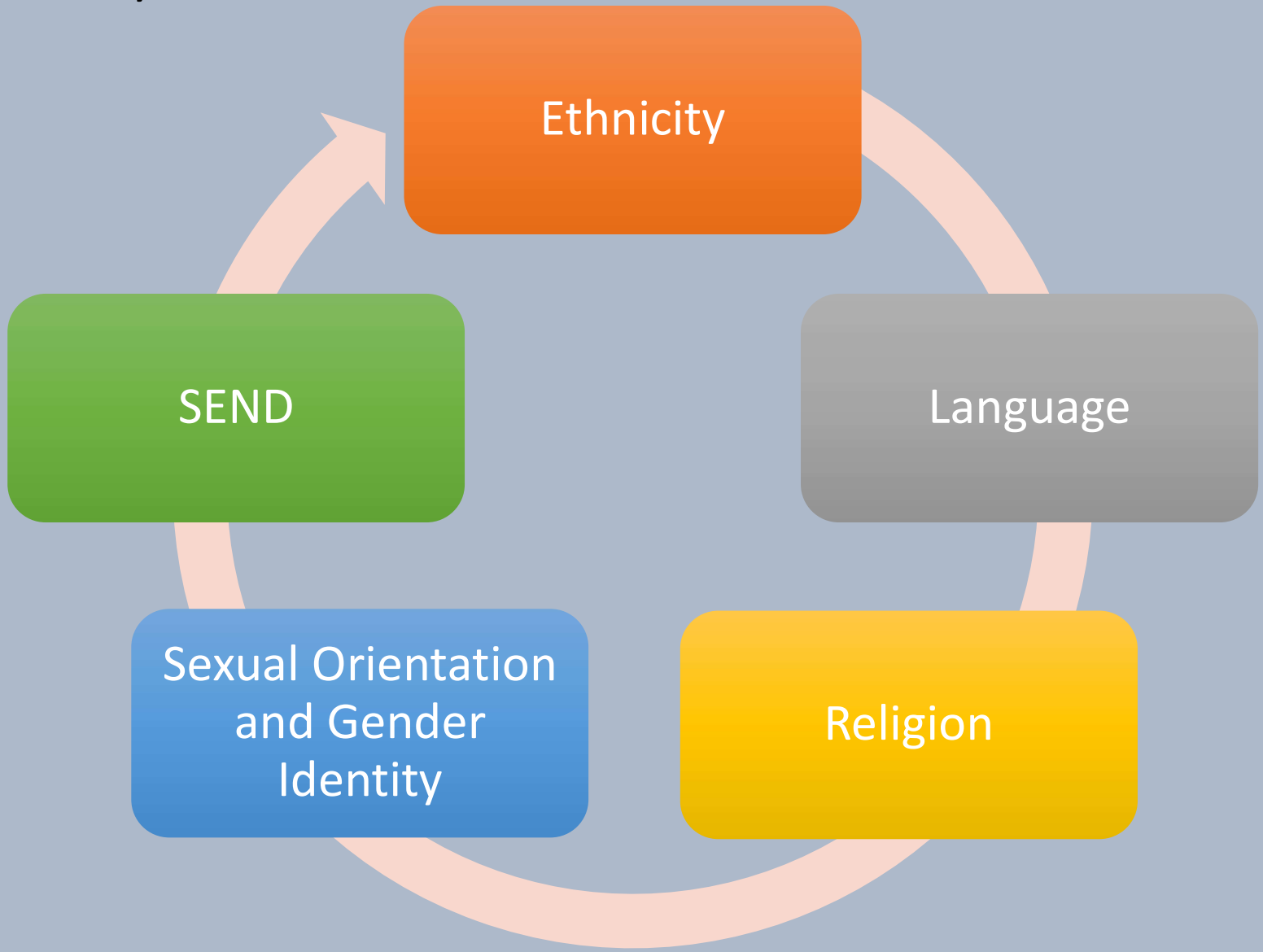
"We have to be delivering a curriculum that enables children to understand the benefits that exist in a society where diversity and difference are celebrated. Furthermore we need our children to want to be part of that society, and we have to sell it to them; that desire may not come naturally by itself."



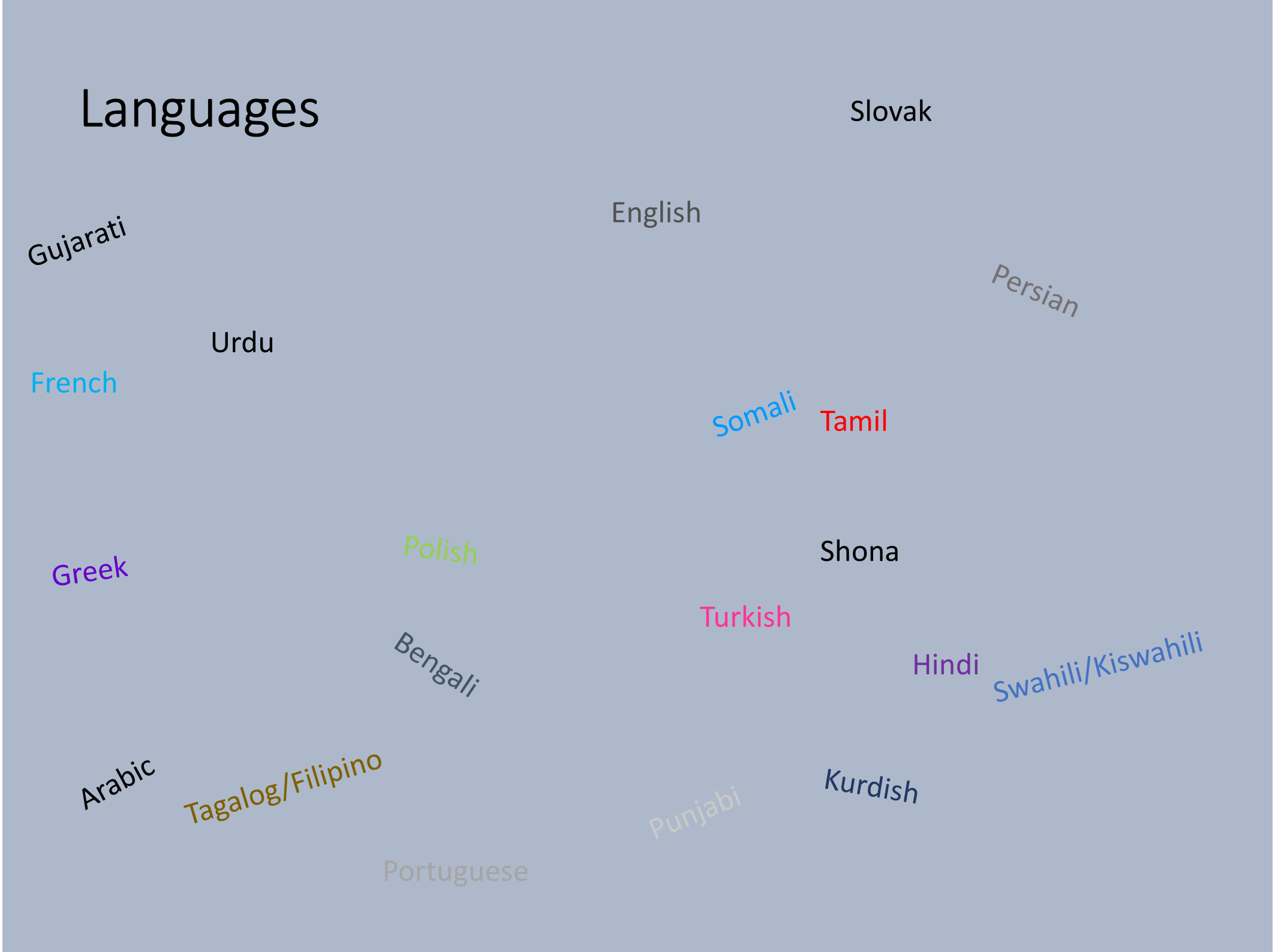
everyone's welcome

What if my school isn't diverse?

Activity


Ethnicity
Language
Religion
Sexual Orientation and Gender Identity
SEND

White: Irish
Ethnicity
Mixed: White and Black African
Asian or Asian British: Other Asian
White: British
Asian or Asian British: Chinese
Mixed: White and Black Caribbean
White: Gypsy or Irish Traveller
Black or Black British: Other Black
Asian or Asian British: Pakistani
Asian or Asian British: Bangladeshi
Mixed: White and Asian
White: Other
Black or Black British: Caribbean
Black or Black British: African
Asian or Asian British: Indian


Languages
Slovak
English
Gujarati
Persian
Urdu
French
Somali
Tamil
Polish
Shona
Greek
Turkish
Bengali
Hindi
Swahili/Kiswahili
Arabic
Tagalog/Filipino
Kurdish
Punjabi
Portuguese

Religion

Jewish

Christian

No religion

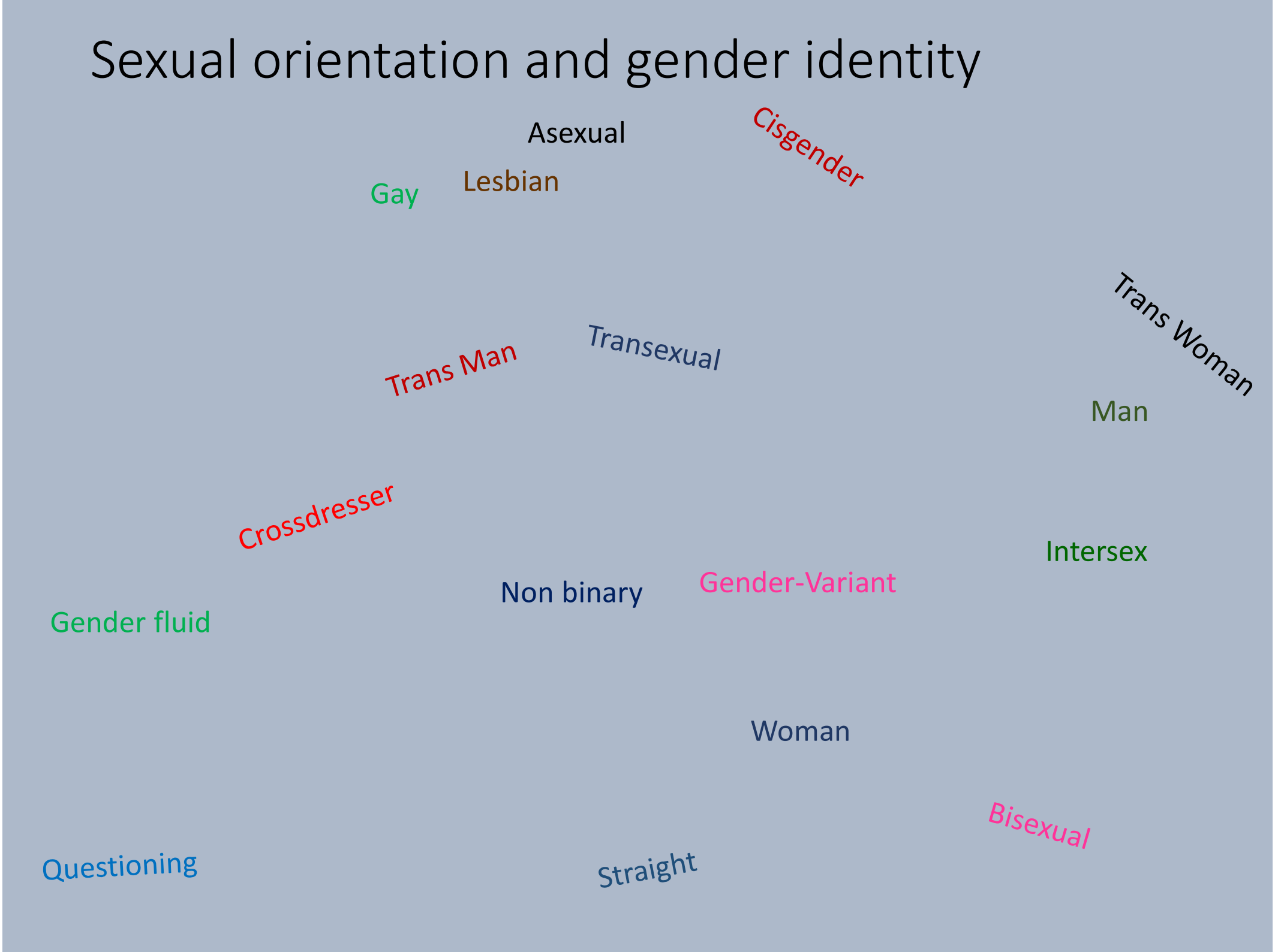
Hindu

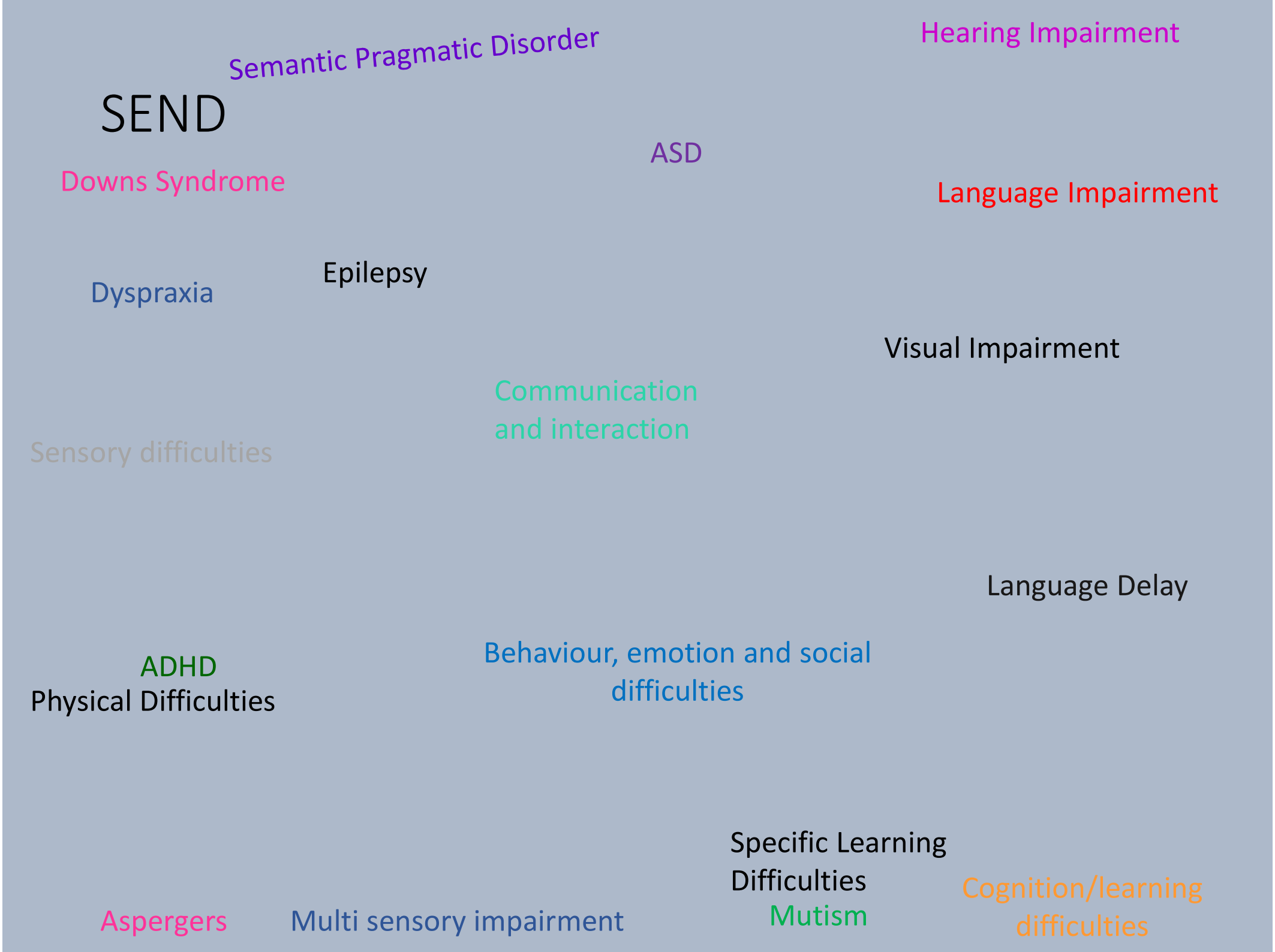
Muslim

Sikh

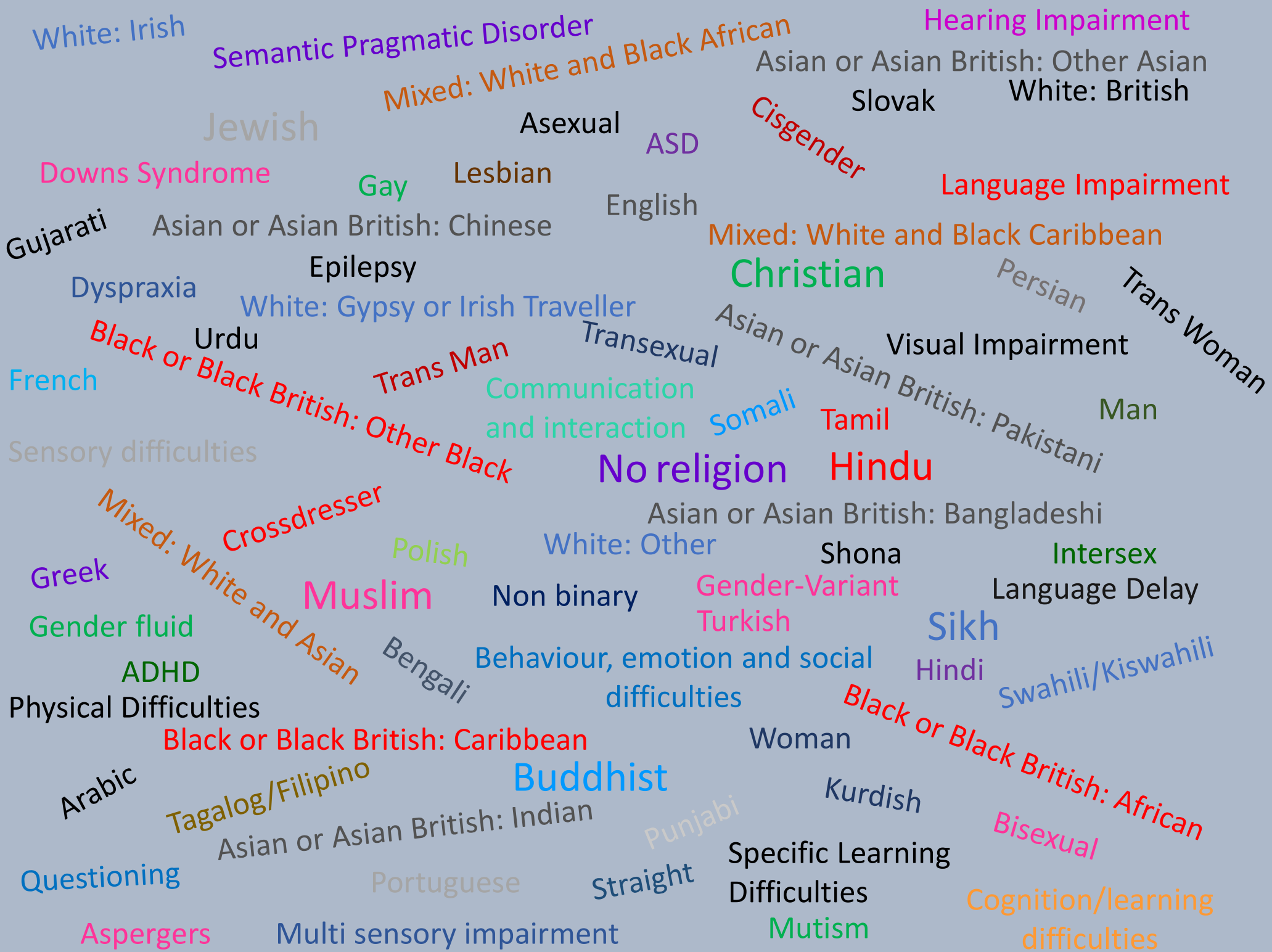
Buddhist

Sexual orientation and gender identity




Semantic Pragmatic Disorder
Hearing Impairment
SEND
ASD
Downs Syndrome
Language Impairment
Epilepsy
Dyspraxia
Visual Impairment
Communication and interaction
Sensory difficulties
Language Delay
Behaviour, emotion and social difficulties
ADHD
Physical Difficulties
Specific Learning Difficulties
Cognition/learning difficulties
Mutism
Aspergers
Multi sensory impairment

Who are our children/families?


White: Irish
Semantic Pragmatic Disorder
Mixed: White and Black African
Hearing Impairment
Asian or Asian British: Other Asian
Slovak
White: British
Jewish
Asexual
ASD
Cisgender
Downs Syndrome
Gay
Lesbian
English
Language Impairment
Gujarati
Asian or Asian British: Chinese
Mixed: White and Black Caribbean
Epilepsy
Christian
Persian
Trans Woman
Dyspraxia
White: Gypsy or Irish Traveller
Asian or Asian British: Pakistani
Urdu
Transexual
Visual Impairment
Black or Black British: Other Black
Trans Man
French
Communication and interaction
Somali
Tamil
Man
Sensory difficulties
No religion
Hindu
Crossdresser
Mixed: White and Asian
Asian or Asian British: Bangladeshi
Polish
White: Other
Shona
Intersex
Greek
Muslim
Non binary
Gender-Variant
Language Delay
Gender fluid
Turkish
Sikh
Bengali
Behaviour, emotion and social difficulties
Hindi
Swahili/Kiswahili
ADHD
Physical Difficulties
Black or Black British: Caribbean
Woman
Black or Black British: African
Arabic
Buddhist
Tagalog/Filipino
Kurdish
Asian or Asian British: Indian
Punjabi
Bisexual
Specific Learning Difficulties
Questioning
Portuguese
Straight
Cognition/learning difficulties
Aspergers
Multi sensory impairment
Mutism

What Does the Law Say?

The Equality Act 2010

The Equality Act 2010

The Equality Act (2010) protects individuals from discrimination in the workplace as employees and in wider society as service users. It covers these protected characteristics:

- Age
- Special Needs and Disability
- Marriage and Civil Partnership
- Gender reassignment
- Pregnancy or maternity
- Religion or belief
- Race
- Sexual orientation
- Sex

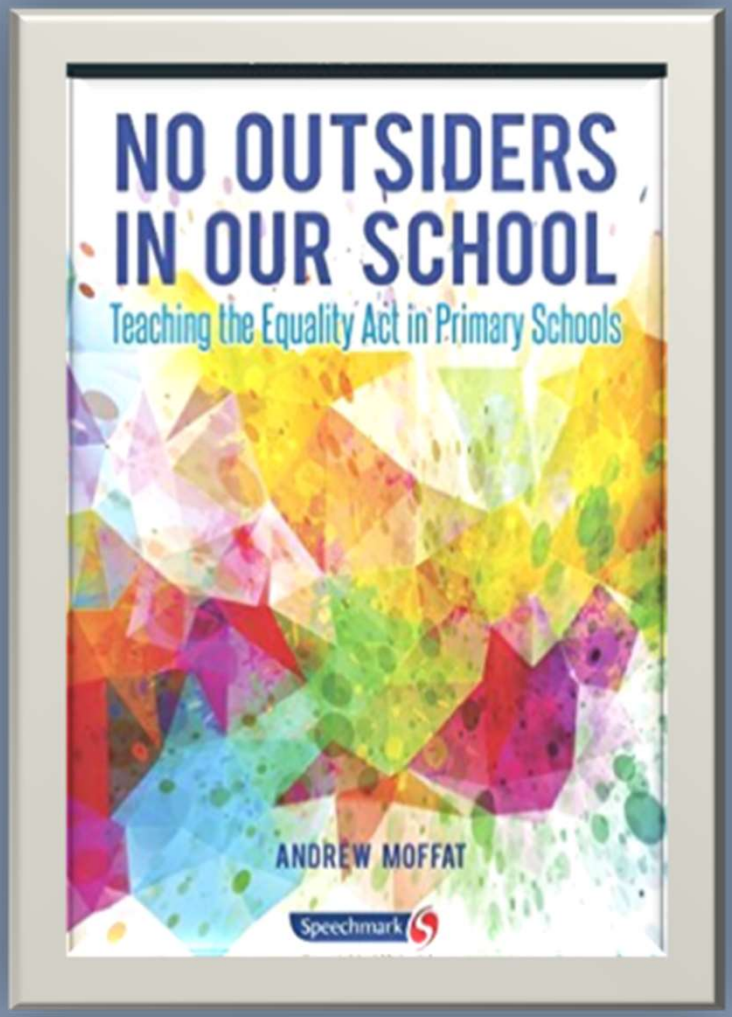
The Equality Act (2010)

- Section 149 of the Equality Act sets out the Public Sector Equality Duty
- The Public Sector Equality Duty requires that public bodies:
  - Eliminate discrimination
  - Advance equality
  - Foster good relations

The Law

- Illegal to ignore aspects of the Equality Act.
- So we cannot promote an ethos where people of diverse faith or age are welcome but those of diverse sexual orientation or ability are not.
- Preparing children for the world and workplace beyond school

Atheist
Hindu
Pakistani
girl
European
Act
French
transgender
gay
deaf
African
Sikh
child
straight
baby
British
The Guardian


NO OUTSIDERS IN OUR SCHOOL
Teaching the Equality Act in Primary Schools
ANDREW MOFFAT
Speechmark

Support The Guardian
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Sub

Search jobs Dating Sign in Search UK edition

The ... s gather outside ... her

Show your support for Birmingham teacher Andrew

Parkfield Community School: Ofsted says LGBT lessons are 'appropriate'

12 March 2019

Share

About 100 people gathered outside the school for a protest at the start of February

LIVE Midlands Live: Breaking news and local stories
1 hour ago
Travel disruption warning over Storm Gareth

Top Stories

MPs to vote on leaving EU with no deal
The PM's deal was overwhelmingly rejected on Tuesday - now MPs will have their say on a no-deal exit on 29 March.
1 hour ago

California governor to halt executions
2 hours ago

Third person dead after Ben Nevis avalanche
12 March 2019

How this airline makes long haul feel like short haul
From ergonomic seats to a 'Flying Nanny' service, Etihad Airways has you covered Read more ›
Sponsored

A primary school teacher says he has received threats from parents amid protests over teachings about LGBT rights and homophobia.

Lessons learned along the way

- Parental engagement is key
- Transparency
- Whole school ethos
- Preparing your path

Where are we now?

- Compulsory RSE
- Andy –take up, charity, role in his Academy Trust, new book
- Successful in Leicestershire Schools
- Ongoing demand

Ofsted (May 2019)

Key Judgements

Behaviour and attitudes

..relationships among learners & staff reflect a **positive & respectful culture.** Learners feel safe & do not experience bullying or discrimination

Personal development

..the provider prepares learners for life in modern Britain by: equipping them to be **responsible, respectful, active citizens** who contribute positively to society; developing their understanding of **fundamental British values**; developing their understanding and **appreciation of diversity**; celebrating what we have in common and promoting **respect for the different protected characteristics as defined in law.**

Continued importance and emphasis being placed on

- SMSC
- British Values
- Respect and Celebrating Diversity

Ofsted (May 2019)

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their **own beliefs (religious or otherwise)** and perspective on life
- knowledge of, and **respect for, different people's faiths, feelings and values**
- sense of enjoyment and **fascination in learning about themselves, others and the world around them**

Provision for the moral development of pupils includes developing their:

- ability to recognise the **difference between right and wrong** and to readily apply this understanding in their own lives, and to **recognise legal boundaries** and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about **moral and ethical issues** and ability to understand and appreciate the viewpoints of others on these issues.

Ofsted (May 2019)

- Provision for the social development of pupils includes developing their:
- acceptance of and engagement with the **fundamental British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Provision for the cultural development of pupils includes developing their:
- understanding and appreciation of the wide **range of cultural influences** that have shaped their own heritage and that of others
- understanding and appreciation of the range of **different cultures in the school and further afield** as an essential element of their preparation for life in modern Britain
- interest in **exploring, improving understanding of and showing respect for different faiths and cultural diversity** and the extent to which they **understand, accept, respect and celebrate diversity**. This is shown by their **respect and attitudes towards different religious**, **ethnic** and socio-economic groups in the local, national and global communities.

Ofsted: Rushey Mead Primary School (May 2018)

- Leaders have created a very positive culture where **diversity is welcomed**. Pupils experience **an inclusive school that promotes tolerance and values difference**. Many staff, pupils and parents described to inspectors how valued they feel within this positive school community.
- Leaders have ensured a **compelling vision and school ethos that promotes inclusivity and celebrates diversity**.
- The **curriculum builds on pupils' strengths, their religious and cultural diversity, and gives them a variety of experiences**. Pupils gain many opportunities to extend their learning outside of the school and beyond the city. These experiences make a positive contribution to pupils' personal development.
- Pupils have an **understanding of fundamental British values**. They understand their role in voting for prefects and members of the school council and take these issues seriously. **Pupils learn to appreciate each other's differences. They learn about a wide variety of faiths**. They visit a range of religious institutions and celebrate many religious festivals, including Eid, Diwali and Christmas.

Stanton-Under-Bardon Primary School (January 2019)

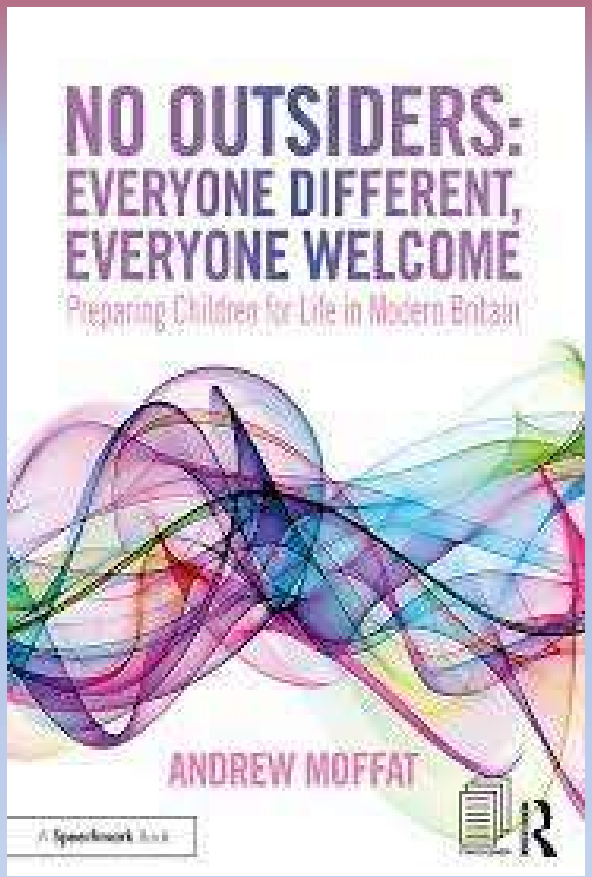
- You have ensured that **British values are promoted prominently across the school**. In addition, you have established a **culture that celebrates people from all backgrounds and have incorporated this into the curriculum**.

- **Pupils talk with confidence about British values, particularly the importance of tolerance of people from all backgrounds and faiths**. Pupils also understand the process of democracy through voting for members of the school council. **Pupils' work on diversity and tolerance is celebrated in displays across the school**.

COFFEE

WHAT IF WE DO?

everyone's
welcome



The No Outsiders approach

- Planning
- No Outsiders in practice
- The books

Curriculum

- 42 picture books EYFS -Y6
- Lesson plans for each text: starter, main, role play, written activity, plenary
- Clear progression through key stages
- PSHE or Literacy
- No Outsiders message covers **all** equalities

	Task	Notes	What needs to happen?	By what date?	By who?
1	Governor ‘EW’ training				
2	Staff ‘EW’ training				
3	Children to complete surveys KS1				
	Children to complete surveys KS2				
4	Information for parents (letters, invitation to look at books etc.)				
5	Introduction of ‘EW’ to the children Assemblies?				
6	Introduce the resources books – when will it start?				

Introducing EW in school

- Governor briefing
- Whole staff training (**all** staff)
- Getting familiar with the books

Engaging Parents/carers

- Letter to all parents

- Parent meetings:
  - Small groups
  - Listen
  - Show all books and in order
  - British law- Equality Act 2010 & Ofsted
  - All equalities
  - Work together to find solutions

Becoming LGBT+ friendly in schools serving faith communities

It was important to parents to understand that the programme was about usualising the full variety of identities and relationships that children may see in the world around them. Key to managing interactions with parents about the programme was a willingness to listen empathically. However, relationships with parents also worked better where schools did not pre-emptively flag up LGBT+ content as potentially problematic.

Goldsmiths

Affiliation
Department of Educational Studies
Goldsmiths, University of London

Commissioned by
Educate & Celebrate

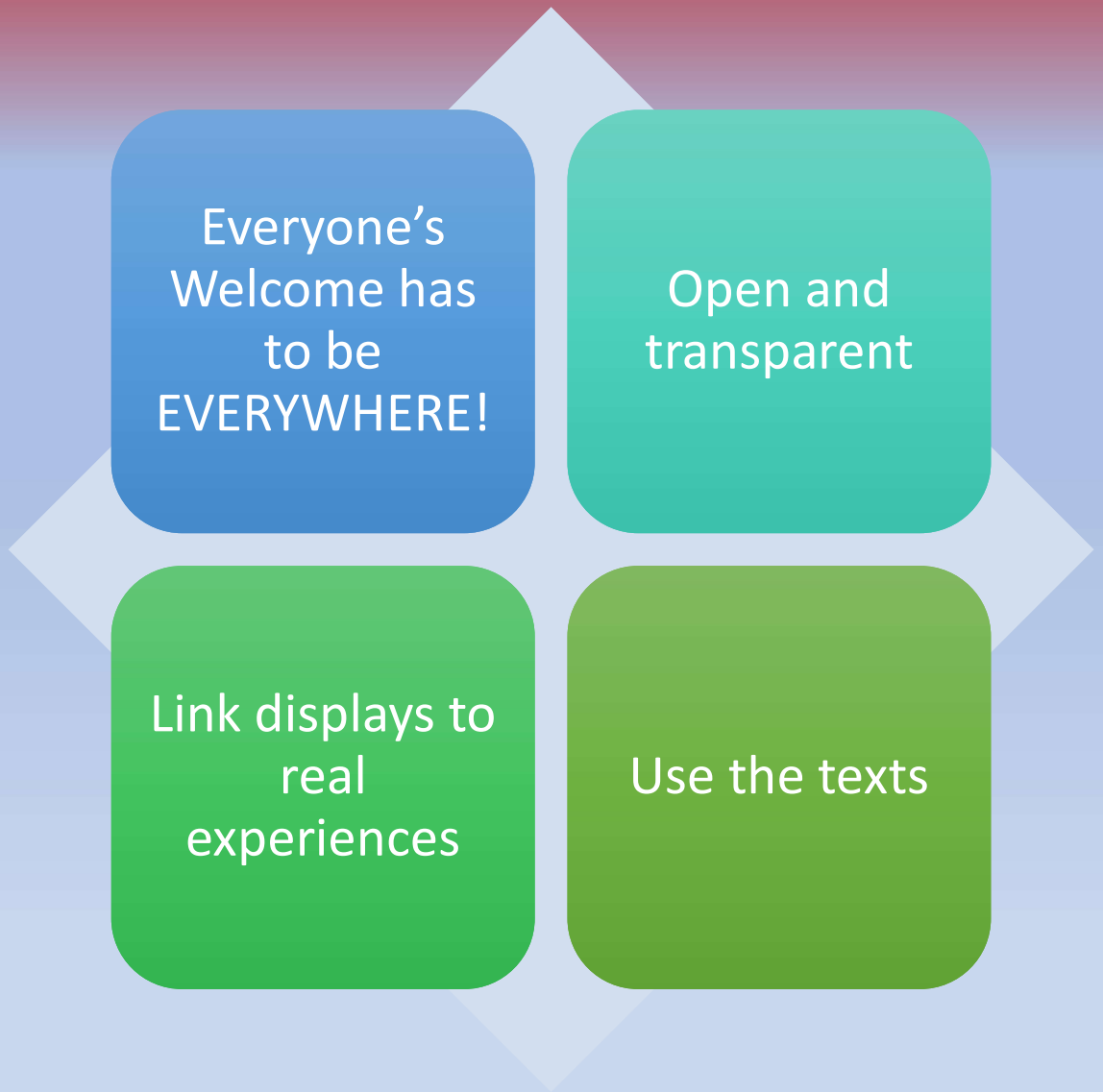
Author
Dr Anna Carlile

Published
December 2018

Surveys

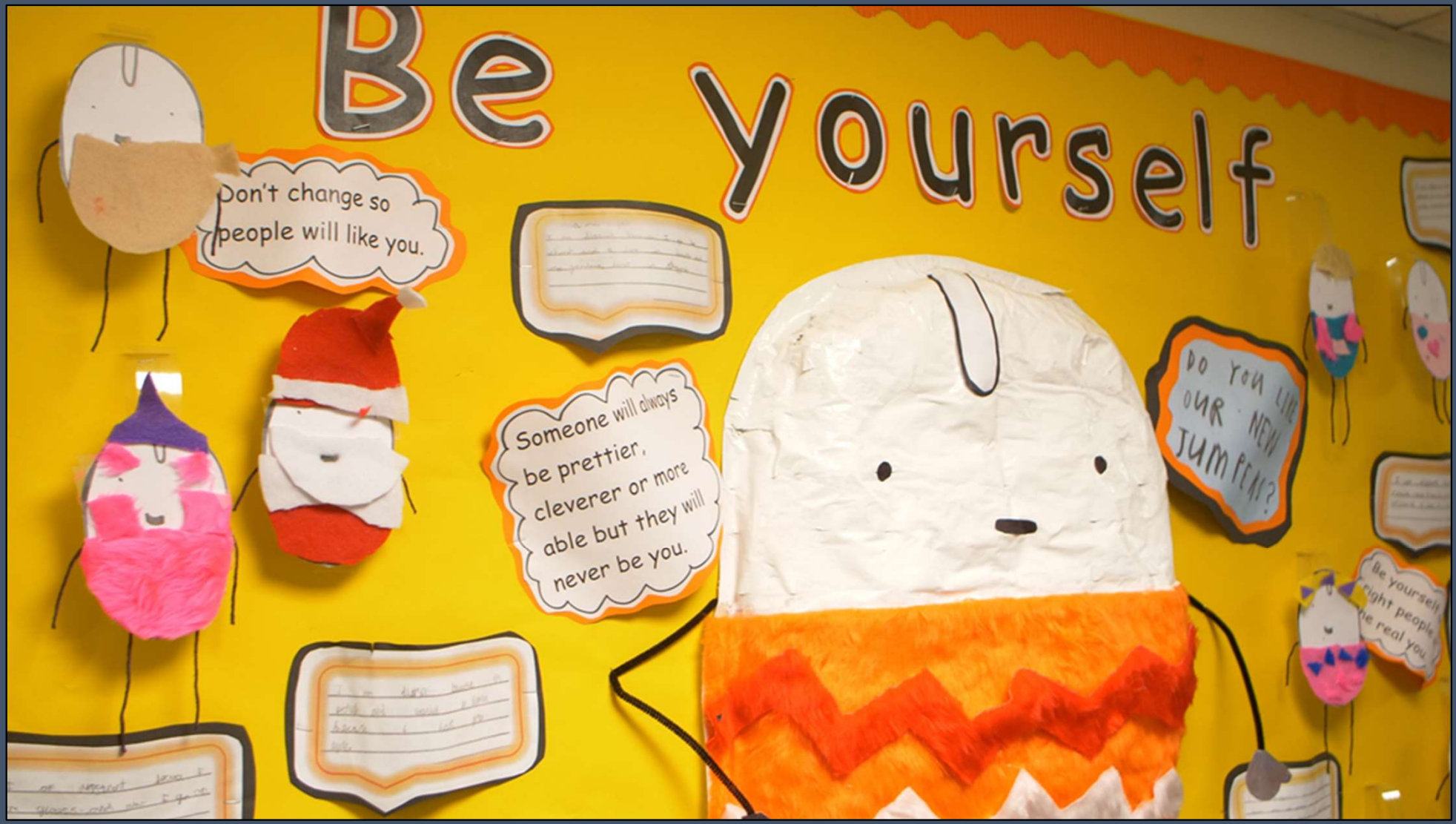
I feel safe in school					
I feel happy in school					
When I arrive at school in the morning, someone will smile at me					
I know all the people in my class					
I enjoy play times and lunch times.					
I know who to talk to if I am worried					
I know what bullying is					
If I see bullying I know what to do					
Adults will listen to me and do something if I tell them about bullying in school					
Children with a disability are treated equally and fairly in our school					
We are all different in my class					
I like being in a school where people are different					
I can be friends with someone who follows a different faith					
I like finding out about different faiths					
I know that all families are different					
It doesn't matter if you are a boy or girl in my school					
I know boys and girls can be friends					
I know what Equality is					
I know what No Outsiders means					
I like being me					

Creating the ethos around school using displays



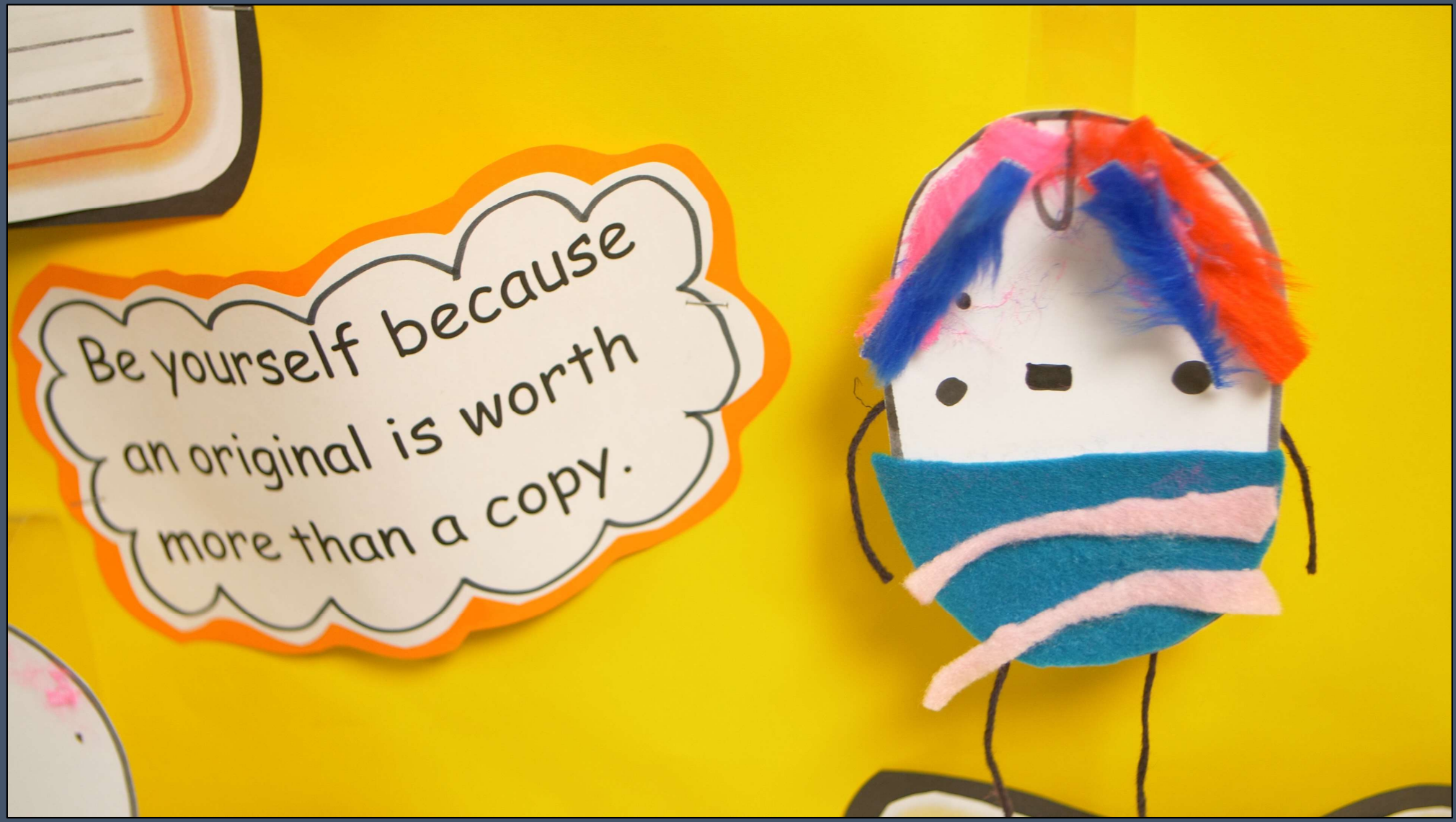
Leicester/Leicestershire School Displays

Alessia
is a wonder because
I like her hair.
By Elsie.
Max
is a wonder because
he has short hair.
By Kobi
Ava
is a wonder because
She is beautiful. She's got
blue eyes and glasses.
By Jack B
WE'RE ALL WONDERS
WRITTEN AND ILLUSTRATED BY
R.J. PALACIO
WE'RE ALL WONDERS
IN
FLB and FDL 's
CLASSROOM!
The world is big enough for all kinds of people.


Be yourself
Don't change so people will like you.
Someone will always be prettier, cleverer or more able but they will never be you.
DO YOU LIKE OUR NEW JUMPERS?

Yu-Ting Guo
It's okay to Work out
bromley
Ryan
Filip Kujawa
It's ok to have green eyes
Lennon Inglis
It's okay to be Polish

Law
We understand the importance in having laws, and know that they protect us and influence our behaviour.
Values
Tolerance of all Religions Beliefs and
vidual Liberty
We can make our own choices in school.
Mut


Be yourself because
an original is worth
more than a copy.

WE'RE ALL WONDERS
IN
FLB and FDL
CLASSROOM!
WE'RE ALL WONDERS
Getting On
and Falling Out
Going fo

DOGS
don't do
Ballet
DOGS
don't do
Ballet

O OUTSID
Off
This is Florence and her big sister Eve. Florence needs to use MAKATON sign language to help her to communicate.
Eve helps by singing songs and signing to Florence.

Using news stories and assembly pictures/ British Values

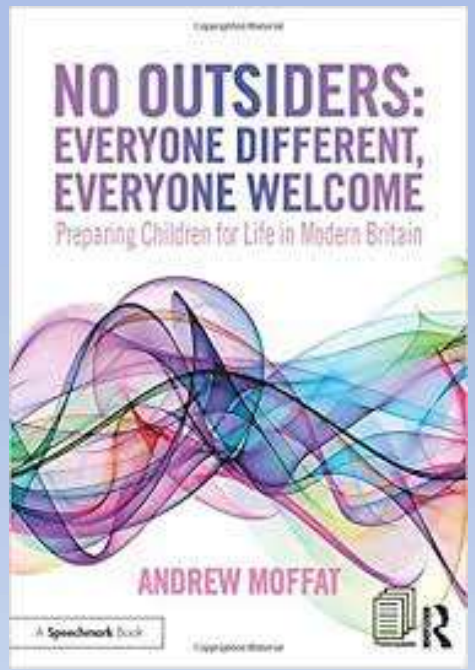
- Why use assembly pictures?
- How to use them
- Dealing with challenging subjects
- Keeping to the consistent theme
- Examples

https://no-outsiders.com/assembly-plans

WE SPEAK
PANJABI
ENGLISH
POLISH
BULGARIAN
BENGALI FRENCH
LITHUANIAN
URDU
ROMANIAN
TURKISH TAMIL
COCKNEY

everyone's
welcome

THE BOOKS



no-outsiders.com